

Prep News



"If nothing else, value the truth"

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Changes considered for eligibility policy

Tim Huether
Editor in Chief

The Parent/Student Handbook includes policies regarding student expectations, many of which the average student most likely has not read. One of these policies, the academic eligibility policy, presently states that if a student's cumulative GPA drops below 2.0 (a C average), or if he fails a class in the previous quarter, then he would be considered academically ineligible.

At a recent Instructional Council meeting, computer teacher Steve Nicollerat proposed a re-evaluation of the academic eligibility policy, which hasn't been reviewed for "a long time," according to Assistant Principal for Academics Mark Michalski. Soon after, a committee including Nicollerat,

Michalski, Assistant Principal for Student Affairs H. Eric Clark, psychology teacher Brock Kesterson, theology teacher Jim Linhares, Latin teacher Mary Lee McConaghy, English teacher Rich Moran, counselor Nina See, and Athletic Director Dick Wehner formed to discuss the policy.

While ineligible, according to the Parent/Student handbook, a student may not participate in any extracurricular activities or inter-school competitions, ranging from sporting events to plays. Ineligibility, however, doesn't currently prevent a student from practicing with his team, or from sitting on the bench while his team plays.

The F can include either an F received in a course, or a student who hasn't completed the entire workload for the course. In the case of a student who hasn't finished all his work, the student just needs to complete the

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required work to regain eligibility. Although the number can change drastically from quarter to quarter, as of Wednesday, 21 students were considered ineligible, seven of whom were ineligible because of incomplete work, according to Assistant Principal for Staff Development Tom Becvar.

Upon receiving the notice of ineligibility, a student may regain his eligibility either through a probationary eligibility process, which involves petitioning the principal, or by satisfying the academic standard on his next report card.

Aspects of the policy, like the ability of ineligible students to practice with their teams, have led many to question what the purpose of the academic eligibility policy is and how best to accomplish that purpose.

But what weaknesses does the present

see **INELIGIBILITY, 4**

Parking problems continue, more changes to come

Andrew Mueth
Core Staff

The return of the seniors from Senior Project meant that the juniors who had enjoyed the luxury of parking adjacent to the school for a month began parking again in the more distant junior and Science Center lots. The return did not go smoothly. One accident, a result of overcrowding, has been reported. In response, the lot has now been given a limit on its capacity.

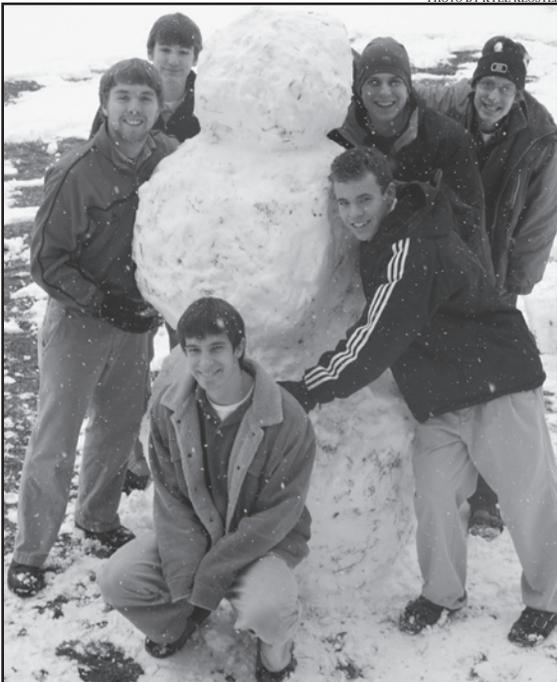
The junior lot, just west of the new soccer field, has existed since last fall, when the demolition of half of the student lot left juniors without a place to park.

The gravel lot currently accommodates 50-60 cars. The lot is meant to consist of three rows, two along either side and a shorter

see **PARKING, 8**

PICTURE OF THE WEEK

PHOTO BY KYLE KLOSTER



Seniors' folly: (clockwise from the bottom) Tony Bell, Dan Shaver, Andrew Schroeder, Tim Malecek, Dan Wheeland, and Geoff Miller huddle around Frosty, the "snowman for others" they gave life to on Wednesday in the midst of a dusting of the SLUH campus. Unfortunately, soon after the photo was taken, Frosty met an untimely end.

SLUH bookstore considers moving online

Timo Kim
Editor

The SLUH administration over the past several years has looked into the possibility of shifting book orders from the current bookstore to an online ordering system. Food Service currently staffs the bookstore and runs the book days with help from Mother's Club volunteers. However, with a system of online book orders, the school would instead supply a web-based textbook supplier with a list of necessary titles, and parents and students could then log onto the site and order the books.

An online book system remains a preliminary proposal that is undergoing research and consideration. However, the mere mention of technology and the internet can send Luddites into frenzied alarmist predictions of incredible losses in history, character, and tradition. So what does SLUH really stand to gain or lose from adopting such a system?

Currently, SLUH operates the book sale to provide a central location for its students to purchase the correct version or edition of

classroom texts. As far as existing collective memory stretches, the SLUH bookstore has always operated the same way. Each year, SLUH orders books based on the enrollment in classes and assumptions about the number of students who will buy books from other locations. SLUH recoups the cost through book sales during the year, adding a small margin to the price to cover shipping costs and the salary of the part-time employee staffing the bookstore.

Although the price of many textbooks remains quite high, SLUH attempts to keep prices as low as possible by ordering books early to obtain discounts on sent-back books, having volunteers man the Book Days, and raising prices only to cover the shipping and employment costs.

"Food Service manages the bookstore based on instructions from SLUH. ... It is a break-even operation," said Associate Vice President for Advancement and Planning Robyn Pilliod, who coordinates apparel sales in the bookstore. "It was very interesting to me that SLUH is the only school that does

not have a profit factor. Some (profit factors) are a lot, some are modest, but (SLUH) has none. ... Our bottom line is providing books to our students at the lowest possible cost."

SLUH's investigation of online book ordering has been inspired primarily by an attempt to increase both convenience for parents and book ordering efficiency. The SLUH administration felt that an online system could eliminate the massive crowds that flock to the book days in August and the time parents spend driving to and from school and waiting in the long lines.

"Online book ordering would replace book day. The parents would visit the (SLUH) site ... and there would be an icon for online book ordering," Pilliod said. "The benefits would be the convenience for parents. They wouldn't have to visit the campus. ... Convenience is the biggest (thing) not only on the part of the parents but also the school."

Said SLUH and Cor Jesu parent Joan Aiuzzi, "The online system works really well, see **BOOKSTORE, 11**

Samson speaks of Mary and seminary life

Kevin Michniok
Reporter

Charlie Samson, '05, came to the Cur- rigan Room to speak on St. Louis De Montfort and Mary the Mother of God during Activity Period on Tuesday.

Samson recently entered Kenrick Seminary and is currently in the sixth month of his study to become a priest. His speech primarily focused on St. Louis De Montfort, a French priest, and his views of Mary's divine nature.

"Mary conceived us all. She is our spiritual mother, the perfect mother. We desperately need her in time of need because we are contingent beings," Samson said at the beginning of his speech.

Samson also commented on how Mary was declared as "Theotokas" or "Mother of God" at the Council of Nicea in 325 AD.

"Mary and Jesus are so closely related that the spirit of Mary was the spirit of God. Just as when Christ obeyed Mary, he was obeying God as well. Mary is the perfect blueprint, a Christian model for all to follow. If mankind admits they're weak and

everything about them is from God's grace, then God will truly enter their lives."

Eleanora McCarthy, head of the Sodality of Mary, commented on Samson's presentation, saying, "I think he did a great job of explaining the writings of St. Louis De Montfort and the explanation of how to pray the rosary."



Charlie Samson, '05, speaks to the Sodality of Mary on St. Louis De Montfort's writings on the Rosary. Samson, enrolled in Kenrick-Glennon seminary, also spoke about life in the seminary.

Samson also said that when we pray the Rosary, we don't always say the words with meaning. Saying prayer is a routine, and often people just say it as a habit in Mass rather

than critically thinking through it, he said.

A question and answer session was held after Samson's speech. One of the questions asked of Samson was his opinion on the situation of the Polish parish of St. Stanislaus. Samson replied that St. Stanislaus is in a schism and that it is the Vatican, rather than the St. Louis archdiocese, that is calling for the church doctrine to be enforced.

Sophomore Brett DeLaria, chair of the Sodality, said, "Overall his speech was very good. He emphasized Mary as the 'Christian Model' but also made a connection of Mary to God through significant grace. His talk on Kenrick Seminary helped me with my thoughts of the priesthood."

Sophomore T.J. Keeley said, "I really liked how he was so full of energy and how he was willing to tackle the hard issues of today's society, so that we can understand our religion more."

If anyone is interested in talking to Samson about the priesthood or for information on Kenrick Seminary, you can email him.

LETTER TO THE EDITORS

Cole, '06, announces agenda for Forum

To the editors:

STUCO will be having the third forum of the year on Tuesday, February 21. Mark your calendars. We have been listening to critiques and criticisms, assessments and analysis, and are determined to make the forum a place for broad student involvement and participation. In order to do this, we are letting you, the student body, know ahead of time what will be on the main agenda for the meeting.

First, Dr. Schenkenberg will speak about what the faculty and administration have done in the last three years to "best administer to students who may have sexual identity issues." As some of you may remember, this was a hot topic a few years ago regarding some of the school's policies, but it seems now that many are unaware of what is being done about the issue. There will then be time to ask specific questions to Dr. Schenkenberg about any school policy regarding this issue.

Also on the agenda for the forum will be an update on the House of Governors. Anyone with questions, comments, or concerns on this topic is also urged to attend.

Early next week we will be sending out a letter to the faculty reminding them of the forum and asking for their assistance in trying to keep this Activity Period as free as possible, as well as encourag-

ing their attendance at the forum. We realize that there will always be conflicts, but we have done our best to try to find an open date.

We really believe that a successful forum depends on you, the student body. Yes, it is mandatory for homeroom reps and STUCO officers to be there, but the forum is not a STUCO meeting. It is intended as a way for you to voice your opinions on not only what we are doing right and what we are doing wrong, but also a chance to speak openly about anything going on around the school, with the administration, faculty, and students present.

It is one of our goals to be a bridge between the students and administration. STUCO is made up of your elected leaders, and we are here to represent you. We would like to think that if there is a problem, we can help do something about it, but STUCO's mouth is only as loud as the voices that back it. So please: be it a question about the dance policy, the House of Governors, the parking situation, the dress code, Vision 2000, or a desire to be involved in any of the issues that affect students at St. Louis U High, come to the STUCO forum on Tuesday, February 21.

Connor Cole
STUCO

Winkeler, '07, weighs in on Facebook policy

To the editors:

The *Prep News* recently published a letter written by Dan Finucane, '06, regarding the SLUH administration's latest letter regarding the usage of Internet sites, particularly Facebook. I agree with Mr. Finucane that as students of St. Louis University High School, we have a responsibility to uphold the image of our school even outside the walls of school. However, I believe the way in which the administration has addressed this issue will create just as many negative results as it has created positive outcomes.

The major issue with the letter is the vague guidelines that it lays out. Displays of underage drinking and other such illegal acts are obviously in conflict with the "philosophy of SLUH" and the "ideals of Jesuit Education" as mentioned in the letter sent home to the parents, but there is much confusion over what is in accordance with SLUH's guidelines beyond illegal activities.

Mr. Finucane states that defining inappropriate behavior should not be an issue because "SLUH students are intelligent, Catholic leaders." The problem with this statement is that he is assuming that as SLUH students we have unanimous views of what is right and wrong. Such an assumption is fragile in a diverse atmosphere like SLUH. It would be interesting to see how constant the judgment calls of 100 SLUH students would be if they were asked to classify whether a specific opinion was appropriate or inappropriate about a teacher they disliked posted on someone's Facebook wall.

I am confident, as an "intelligent Catholic leader," that there would be a significant split in the students' opinions on whether a specific comment was inappropriate. This is a dilemma because SLUH is a melting pot of diverse people who will have differing views, and it is up to the administration to provide us with guidelines

in which to develop our own, unique selves by sharing our outlooks with others in the SLUH community.

Mr. Finucane goes on to state, "The administration doesn't define inappropriate behavior because doing so creates loopholes that students can get around and also makes each case presented to them equal." If the SLUH administration is afraid of loopholes, why do they create specific guidelines for dress code, tardiness, and other topics?

The fact is: specific guidelines are necessary to run an efficient and peaceful atmosphere. Having a set of regulations allows Mr. Clark to assume a student with his shirt un-tucked knows that he is susceptible to punishment. Mr. Clark cannot rely on the fact that the student knows to tuck in his shirt because he is an "intelligent Catholic leader." He needs to set rules in order for us to behave in a manner he expects a SLUH student to behave. As with the un-tucked shirt, students who post comments to friends on Facebook have to know their limits. Students cannot simply call and ask a faculty member at 10 o'clock at night if it is okay to post a comment. Is it wrong for a student to post on his friend's wall saying how upset he is with a teacher for taking points off his homework? A set of predetermined guidelines created by adults with strong morals eliminate discrepancy in the opinions of adolescents who are still developing their views.

I believe that, despite issues of privacy rights, and the disruption of student-administration relationships and SLUH's ability to view our profiles, the main issue involves the indistinct guidelines addressing the kind of materials that may get a student in trouble. Mr. Landis and Mr. Finucane both agree that students should clean

see WINKELER, 8

INELIGIBILITY

(from 1)
policy contain, and how could the policy be strengthened? Students and faculty, even those within the committee, hold widely varying opinions.

Michalski outlined the purpose of the present policy: "As the policy reads right now, it's designed, number one, to provide students with additional time to do the work they need to do, because obviously they're having some struggles academically, so to provide time and also to provide some additional motivation to pick up their academic work."

Nicollerat sees one major weakness in the present policy: "Why does the very same policy that impacts the kids that are involved in activities have absolutely no impact on a kid that's not involved? ... Instead, let's look at a policy that will have an impact on all the kids, and not a punitive impact, like 'You can't do something, and somehow you're supposed to get better at your grades,' but a policy that says, 'Hey, you've got to do this (to improve your work).'"

He mentioned one possible way to help both kinds of students. "The policy that I would propose ... is a policy that we could identify: what kind of academic ineligibility do we have? Do we have a boy that's completely overwhelmed here? An F, three D's, two C's, completely overwhelmed? He's definitely going to need, during one of his free hours, an academic coach to help him get organized, and you know, he needs help in lots of areas. That's one kind of ineligibility.

"The second kind of ineligibility is a guy that's got a B average, but he's failed a class. He's at 62.2 (percent) in a class. ... He probably doesn't need that academic coach like that other boy, but he definitely needs to meet with his teacher for that particular class. So he needs to be meeting with that particular person a definite number of times in a week, maybe three times a week. So now, what I'm saying is if we can identify the cause of the ineligibility, we can prescribe some kind of reasonable solution."

One student who had been academically ineligible and fit the latter profile said, "(The academic eligibility policy) did not help me because my problem, when I got placed on academic ineligibility, I struggled in English.

Third quarter for freshmen, sophomores, and juniors is all Shakespeare, and I just struggled in Shakespeare. I passed all other aspects of English, just that I struggle with Shakespeare a lot. So I felt like it was unfair. I do understand the policy, but just because I struggled in one aspect of English, even though I accomplished B work for English the (other) quarters, I was academically ineligible for lacrosse, just because I guess lacrosse season (coincided with Shakespeare)."

When told of Nicollerat's suggestion, the student said, "I think that would help a lot more than just saying someone can't play sports, because ... I understand that it's sort of a punishment, but you also want them to improve. Well, sometimes they don't want to improve on their own, so they'd be forced to

"The problem with all policies, it seems to me, is that they're designed for the good of the majority. And the question becomes, 'What if that policy doesn't serve an individual?' And that's just a tough call."

—Rich Moran

improve. So I think by meeting with teachers, that could really improve their studies instead of just trying to take away something. It could be more of a positive learning and building instead of a negative one, by not allowing them to play a sport."

Kesterson agreed with Nicollerat's approach, treating each student differently according to his own situation. "For some (students) it's not really a time management issue. It's more of a mental block with a particular class, and so I don't know if treating (students with time management issues and those with mental blocks) the same way is necessarily the way we should go about it. I think that this blankets everybody, the policy

that we have. ... If we can look at it on a case by case basis, that might be a better way."

Kesterson also seemed to agree with some sort of a mandatory study period for some students. "We need to cater to the students because if we just send them home from practice, what are they going to be doing anyway? We don't know. So, if we can kind of manage their study skills here at school, that would be another way we could try to improve their academic standing somehow," he said.

Moran offered a different viewpoint of the present policy and some of the propositions: "I think the value of the ineligibility policy is the effect it has on students who don't become ineligible, that I know there are students out there who see what they need to do to retain their eligibility, and they work accordingly. If what they saw was, 'Well, there's going to be a committee that's going to meet and talk about this and have a case by case discussion,' it seems to me that the policy wouldn't shepherd them in the right direction. It wouldn't be a clear enough signal about what they have to do, what they have to accomplish in order to retain their eligibility. So I don't know whether the whole purpose of an ineligibility policy would be lost there, which is admonitory."

Another student who has been academically ineligible saw the two sides to the policy: "It gave me time, but it was up to me, I had to use the time. ... I guess (how effective the policy is) depends on the person."

He continued, "The punishment part of it brought how serious it was into perspective, but it didn't force (me) to study." He suggested that a student who is struggling academically try to get a tutor of some sort, especially a peer who can help transfer their understanding of the subject matter in a potentially more understandable way than an adult.

Moran did see one place that the policy could be changed, "A single F can make you ineligible. I can understand somebody who's got all A's and B's, but who's got a block in a certain course, that an F in that course seems like it might be more of a random event rather than a result of general irresponsibility.

see **ILLEGIBILITY, 8**

Speedobills capture 4th straight MCC title

Tony Meyer
Reporter

When the St. Louis U. High swimming and diving team walked onto the Chaminade pool deck last Wednesday, they meant to prove themselves. The H20bills knew that a successful season meant finishing with a win at the MCC meet and claiming the conference title for a fourth year in a row. They wanted to win.

On Wednesday, the Speedobills swam in a qualifying round in which the top twelve swimmers in individual races would then compete again on Friday. Placing in the top six at the qualifying round played an important role in the meet because the top six swimmers in each race competed in a champion heat on Friday and could not move down to the consolation heat of places seven through twelve.

Shaved down and focused only on qualifying in the top spots for Friday, the

Streamlinebills dove into great position.

"Every single swimmer of ours qualified in at least the top twelve. That alone shows how hard our guys worked," head coach Fritz Long explained.

Also, the ChairatthebottomofFoPobills qualified all four possible swimmers in the top six places of the 200-yard individual medley, 100 backstroke, and 100 breaststroke, ensuring the Estamosnadandobills of crucial points.

Freshman John Heafner qualified in the 200 individual medley with a time of 2:09.49. Older brother junior Jim Heafner qualified in the 100 breaststroke with a time of 1:06.49.

On Wednesday night, the 1meterbills dove at Chaminade in the all-MCC diving competition. Freshman Mick Dell'Orco placed third, Zach Berndsen placed fourth, and Nick Ruemker placed sixth. Freshman Ryan Berger finished in ninth place.

"I was really pleased with the way all

our divers performed. They had a really nice season," Long said.

The Shavedheadbills returned to Chaminade on Friday in first place after the qualifying round. Long commented on the conclusion of the meet: "We had really great swims. I'm happy with the turnout. I think we really showed what kind of depth this team has and what we'll do in years to come. Most guys had a best time, even some of the state guys. A couple guys just missed qualifying, which was disappointing."

The Speedobills swam hard and either kept their qualifying seed or advanced to a better position. Also, the relays the team used kept pace with the other teams and scored big points. The final score of the meet was CBC 234, DeSmet 246, Chaminade 304, and SLUH 407. The win marks the fourth year in a row for SLUH to win the varsity MCC conference title.

Now the SaintMichaelbills have their
see BALD, 7

Cadets KO Basketbills in 4th, 46-40

Justin Rottger
Core Staff

The players were in their corners. The "Let's Get Ready to Rumble" guy did his routine. Last Friday it was round two of the 2006 version of SLUH vs. CBC.

In their first match up, SLUH fell to CBC 62-50. Following that game, SLUH started their successful run of the second half of the season, so they hoped to get sweet revenge this time around. Additionally, CBC was missing two guards, making the game ripe for the taking.

SLUH played extremely well in the first quarter. Tim Garvey drained a ten foot shot to give the Jr. Bills a 6-2 lead. Junior Andre Craig added his own three-pointer with 35 seconds remaining in the quarter and SLUH led the Cadets 13-4 after one quarter.

But a 9-2 scoring run in the second quarter let CBC claw their way back into the game, and SLUH's lead was cut to only one. After Joe Phillips converted one of two free throws near the end of the first half, the Jr. Bills held on tight to a 20-17 lead at the break.

However, CBC overtook the Jr. Bills with 5:30 left in the third quarter, taking their

first lead since scoring the first two points of the game. The Jr. Bills found themselves missing more easy shots again, allowing the Cadets to stay in the game.

Garvey made a nifty pass to Eric Hunt, who was standing wide open underneath the basket for an easy two late in the third quarter, and SLUH regained the lead, 24-22, but the two teams were all even at 26 after three quarters of play.

But in the final frame, usually a strong quarter for the Jr. Bills, CBC made the shots they needed to steal the win. The Cadets went up by five points with 5:30 remaining in the game.

SLUH staged a last ditch effort to come back; a Hunt three with 48 seconds left and a long two from junior Geno McNeil shortly thereafter gave the Jr. Bills a glimmer of hope. Then Garvey forced a big turnover with 15 seconds left, but any hope of a comeback was dashed when the Cadets' Jeremy Sharpe

took the ball right back and slammed it in at the other end.

The Jr. Bills dropped their fourth MCC game of the season and fell back under .500 after the 46-40 loss to the Cadets.

PHOTO BY KYLE KLOSTER



Tim Garvey drives the lane against CBC

Assistant coach Kent Kershenski commented on the loss, "We defended well. They have a very special player in Sharpe ... but we did a much better job this time around defending them. However, there were bad

spots at the end where our defensive rebounding, which is usually one of the strongest parts of our defense, let us down. They were able to keep some possessions alive and make some easy shots."

SLUH only missed nine shots in the game, but could only manage one offensive rebound.

"Usually we're a very strong offense
see BASQUETBOL, 7

Busiebills sack Seckman, 3-1

Matt Beezely
Reporter

The St. Louis U. High Icebills faced off against the Seckman Jaguars in the final game of the regular season last Saturday. The Jr. Bills played without four players and two defense men, with Austin Fitzgerald and junior Drew Nawrocki playing well under 100 percent because of injuries.

Despite the absence of so many starters, the Jr. Bills stepped up to meet the challenge. The first period went scoreless until junior Dan Steck pounded the puck into the net with three minutes left to take the lead, 1-0.

The Puckbills continued to dominate the Jaguars, and Josh Engelbrecht got the second

SLUH goal early in the second period, putting the Jr. Bills up two goals. Seckman managed to score a single goal after the referee accidentally blocked a SLUH defenseman, allowing a Seckman forward to race ahead with the puck on a breakaway.



PHOTO BY JOHN MICICH
Forward Clint Mohs sacrifices his body to take a shot on the Seckman goal.

the playoffs, but the playoffs will make us work harder," commented head coach Charlie Busenhart.

Two days later, the U. High players woke up to find that they are the No. 9 seed **see TKACHUK, 7**

Racquetbills smash Webster

Drew Burkemper
Reporter

The St. Louis U. High racquetball team finished off the regular season with their second win of the season against the Statesmen of Webster Groves.

Junior Ben Brooks played first and set the tone for the rest of the team, winning his match 15-0, 15-1. Brooks looked strong in his win and seemed pleased with his play afterwards. Brooks (8-2) will go into the State Tournament on Feb. 25 ranked second in his bracket.

Captain Justin Langan played next against an opponent whom he defeated left-handed earlier in the season. Playing right-handed in this match, Langan kept the Jr. Bills rolling with a 15-2, 15-2 win. The victory ended an interesting season for Langan (6-4), who will go into State ranked third in his bracket.

The doubles team of junior Steve Baer and sophomore Joe Hoffman played next. They looked very strong in the first game, winning 15-4, but lost some momentum in the second game. Their play was not as sharp and communication was down, but they pulled out a 15-10 win. The duo, who experienced bonding as well as several changes in strategy as the season progressed, finished with a record of 7-3. They feel confident heading into State ranked second, and look to bring home a championship.

Mike Guilfooy, however, played next in a match that he does not want to remember. "I couldn't return his serve (in the first game) if I had to," said Guilfooy.

He was not playing his best and narrowly escaped with a 15-13 win. The second game went much better for the Jr. Bills' No. 3 seed, winning 15-1. Guilfooy will most likely enter the State tournament ranked second in his bracket and looks to avenge season losses with a win at State.

Junior Drew Burkemper played next in a match that almost did not happen because he did not have an opponent. That was taken care of, though, and Burkemper rolled to victory. He looked sluggish and out of position in the court, but still won 15-1, 15-4. The victory

see RBALL, 7

Riflebills shoot past Quincy

Nate Komorowski and Zach Brooks
Reporters

The Bulletbills of St. Louis U. High stayed at home this past Saturday and shot against their archrivals, the Blue Devils of Quincy (Ill.) Senior High.

Discouraged by the previous matches lost by one point or by x's, the Anschutzbills wanted to bring the season record to 2-3 against Quincy.

A lucky break for the Air-riflebills occurred when the Blue Devil's best shooter, Josh Holtman, failed to show up for the match. However, this incident could not stop the problems of the slumping seniors. Bryan Carlin and Joe Reinders each shot a very disappointing 566, well below the experienced shooters' average score. Sophomore Sam Gall shot a sub average 565, and junior Joel Schmidt took top honors on varsity with a 568. In the end, the Readyaimfirebills dropped their fourth match of the year to Quincy.

The JV Longriflebills, consisting of Pat Ze Laya (562) and juniors Rob Perkins (561), Nate Komorowski (566), and Zach Brooks,

shot an impressive 2270, with Brooks leading the charge and the team by shooting a career best 581. Led on by the second highest score in the match, the JV Bills defeated the varsity team for the second match in a row. However, they failed to beat the Blue Devils, who scored 2314 points.

"I was impressed with our JV team, and happy to see them outshoot our seniors, but we have to stop losing to Quincy," said coach Will Bresnahan of the scores. The next meeting with Quincy is this weekend at Highland, Ill. for a 3-P smallbore competition.

Also this week, the freshmen shot their first team match on Tuesday evening against the Missouri Military Academy's air rifle team, who traveled from Mexico, Mo., to shoot.

Freshmen Jason Nienhaus, Joe Mueller, Adam Twist, and Charles Gerber, all in their first team match, gained valuable experience for later seasons. Nienhaus led the freshmen with a score of 493/600, but the team was ultimately defeated by the military academy by the score of 1920 to 1815.

BASQUETBOL

(from 5)
rebounding team, I think it's one of our greatest strengths, because we block out effectively. We place great emphasis on that, and it gives us a huge advantage in our games. But we need to have better than one out of nine. It was a slow-paced game, so we're not going to get a ton of them, but one or two can make the difference," Kershenski said. "It was just a well-contested MCC basketball game," he added.

Phillips said, "It was a tough loss to CBC, but we can still battle back against DeSmet and Chaminade, so hopefully we end (conference play) in a good way."

Despite the tough loss in round two of SLUH vs. CBC, the Jr. Bills can look ahead to another round two: SLUH vs. DeSmet. This is one of the biggest nights of the season, at least for seniors, as they will play in the final home game of the 2005-2006 season against DeSmet at 7 p.m. Tonight the team celebrates "Senior Night," and all seniors on the team will be recognized.

Garvey encourages fans to come. "(Tonight) is a big game with DeSmet, at least, for all these seniors. We know some guys at DeSmet, so it's a big rivalry. It'd be a big one for us to win; they're first place in conference now. We'll come out fired up and ready to go," Garvey said.

If you are only going to come to one game all year (except districts), come to this one. It is not only a special experience for the seniors on the team, but it is the last chance for senior fans to support their classmates in their final home game wearing the Jr. Billiken uniform.

RBALL

(from 6)
ends a decent season for Burkemper (9-1), but a victory at State is what is really on his mind.

Mike Laurentius (8-2) and Jason Rusch (4-6) both had forfeits and played each other. Their rankings for State are not yet determined either.

"This is another step on the road to (the State Tournament)," coach Joe Koestner said.

The Racquetbills (7-3) finished strong, but are hungry for a State title and a victory over favored rivals DeSmet and CBC.

BALD

(from 5)
sights set on the state meet. The lineup is as follows: Wes Going, Michael Egan, junior Jake Roeckle, and freshman Morgan Cole will swim a 50 of backstroke, breaststroke, butterfly, and freestyle, respectively, in the 200 medley relay. Sophomores David Miller and Kip Tandler will swim the 200 freestyle; John Heafner in the 200 individual medley; Dell'Orco and Berndsen will represent the diving team; Wes Going and Roeckle in the 100 butterfly; Miller and Tandler in the 500 freestyle; Tony Kruse, Tony Meyer, sophomore Tim Dale, and Cole will swim a 50 freestyle each in the 200 freestyle relay; Wes Going, John Dombek, junior Brendan Mehan, and freshman Trent Going will swim the 100 backstroke; Jim Heafner and Cole will swim the 100 breaststroke; and Miller, Matt Ampleman, Dale, and Wes Going will swim a 100 freestyle each in the 400 freestyle relay.

The qualifying round for the state meet begins at 3:00 p.m. today at the St. Peter's Rec Plex. The final meet begins Saturday at 3:00 p.m. Come watch the team in their most important meet of the year.

TKACHUK

(from 6)
into the playoffs. The Jr. Bills were hoping for a top eight seed, giving them a first round bye, but instead the Missouri Hockey coaches voted numerous teams that SLUH had either tied or beaten ahead of the Jr. Bills. Among these are Oakville and Fort Zumwalt South, whom the Jr. Bills tied, as well as Parkway South, Kirkwood, and Vianney, all of whom the Icebills defeated.

The Jr. Bills finished the regular season 9-7-4, quite a record considering the tough MCC conference. All seven losses were at the hands of MCC teams, meaning the Jr. Bills were undefeated against teams not in the MCC.

SLUH faces off against Northwest in a three-game playoff. It takes three points to advance, so if each team wins one game, the series moves to a ten-minute mini-game to break the tie. The puck drops tonight at 10:00 p.m. at the Forum in Fenton, with the second game taking place on Saturday at 7:45 p.m. at Affton Ice Rink.

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ELIGIBILITY

(from 4)

Therefore, maybe the person doesn't need as loud a cautionary warning as the ineligible policy gives."

In regards to the current policy that takes away a student's extracurriculars to help him with time management, Nicollerat said, "I haven't seen any studies where a boy that is taken out of the things that he's doing well at, a struggling student is taken out of a thing that he's proud to be part of, that grades go up because of that. I haven't seen that study. ... I've had discussions with students here and colleagues here, where boys who are struggling need the structure of the extracurricular activity."

Nicollerat continued, "I am not advocating that because a boy is an athlete, we should have a standard where we just kind of let him do his thing, and 'He can certainly stay in school here because he's an athlete.' If a guy can't cut it here, he can't cut it here. He shouldn't be here. But until that comes into play, I think we should allow him the opportunity to participate, and be involved in the other things that make him feel good about who he is."

Finally, Nicollerat outlined another possible change in the policy: "I would change the ineligibility to a probationary period, probationary meaning you're inching toward not being able to come here. So it's a big red flag if you're in this probationary period to administrators, student, parents, that we have a concern about your academic progress at St. Louis U. High. So the purpose of the probationary period in my mind would be to help the student put himself in the position for academic success and to alert the student, counselors, parents, administrators, that this student could be at risk, or is at risk academically."

Moran summed up his thoughts on the issue: "The problem with all policies, it seems to me, is that they're designed for the good of the majority. And the question becomes, 'What if that policy doesn't serve an individual?' And that's just a tough call. One thing I think it probably does is keeps us a little bit honest in our admissions policy. We don't want to accept students and then tell them for four years that they're ineligible. That would be a sad outcome."

The fact that students who are academically ineligible can still practice was one thing

PARKING

(from 1)

one down the center, but it has no painted lines and relies upon the cooperation of the drivers. However, juniors wanting to avoid the longer walk from the Science Center's "Dino" lot oftentimes pack too many cars into the lot to allow a safe exit from the lot in the afternoon.

Last Thursday, a junior hit fellow junior Peter Zylka's Volvo station wagon while pulling out of the packed lot. He smashed its left rear taillight and dented its tailgate; however, the junior, whose name has not been released, did not realize that he'd had an accident and drove off without claiming responsibility, according to Director of Facilities Patrick Zarrick. Zylka's mother reported the accident to Assistant Principal for Student Welfare Eric Clark, who made an announcement to the student body asking the driver to report himself. That same Friday, the junior came to Clark saying that he may have been responsible, and contacted Zylka, settling the issue.

"They came forward, and everything's fine," said Director of Security Charlie Clark, who talked to both involved parties, "It turned out to be no big deal because they came forward."

Nevertheless, spurred by the accident as well as other complaints of overcrowding and blocking in cars, Charlie Clark has altered his parking policy for the lot. Charlie Clark previously sought to fit as many cars on the lot as possible, until complaints began arriving from students and parents, which "spurred me into action to have to limit (the lot's capacity)," he explained.

Now, Charlie Clark or a security guard directs the flow of traffic in the lot and closes the lot whenever they think it has reached

that all those interviewed could agree on as being something up for discussion and change.

Linhares said, "If time is the issue, or if one of the assumptions is that time is the issue, if he's still coming to daily practice, he's certainly still spending the time (with the activity). Even on that obvious of a level, it looks like there are things to think about."

Although the committee has only met once, according to Michalski, it hopes to present any suggested changes to the policy by the end of February.

its maximum safe capacity. The juniors who arrive after the closing of the gate must then park on the Dino lot.

"We're trying to get about 50 to 60 cars in there ... but it's dependent upon how the guys park. If they park close together, then they can get 60, if they don't park close together, then there's going to be 50. Because we don't really have any lines out there, we're kind of dependent on how the kids (park). I'm trying to leave it up to the kids less. Before, I was kind of leaving it up to the guys to figure out; now I want to mandate how many cars are in there as best I can," Clark clarified.

Still, the dilemma will only exist until the lot is bulldozed on March 1, so the construction of a permanent lot in the same location can begin, according to Zarrick. Zarrick and President David Laughlin are discussing where juniors and sophomores will park in the meanwhile. Possibilities include a more complete use of the Dino lot, or the creation of a new gravel lot farther south of school, which would be off of the intersection of Wise Ave. and East Rd., at the location of the last remaining warehouse behind the school (which will be demolished at the beginning of March). A third possibility would be parking at nearby Forest Park Community College and shuttling students to school.

The new lot will be paved by Easter, large enough to hold all juniors and sophomores. After the end of the school year, the construction will require destruction of the senior lot to make way for a new grassy space, part of Vision 2000.

WINKELER

(from 3)

up their profiles, as do I. The Internet is a common expressive tool for our generation. We often converse in the same way we might interact in everyday speech. We make jokes, use sarcasm, and express anger just as we would when speaking in person. Oftentimes we relate facts and opinions to our peers concerning events in our everyday lives, and sometimes these comments can be considered inappropriate to certain audiences. Since the Internet is such a common part of our lives, the problems will persist unless the administration deals with Internet usage just as they would any other policy.

Andrew Winkeler, '07

Senior Project '06: Journey to Honduras

Shane Lawless

Special to the *Prep News*

Holding my breath, I opened the white envelope. No acceptance letter from any college worried me as much as that letter. I quickly scanned it, searching for the answer. As I read the paragraph naming me as one of the six students chosen to travel to Honduras for senior project, a wave of excitement and relief washed over me. It took all of my strength not to shout out loud with joy. I would have a once in a lifetime chance to go to exotic Honduras with its lush jungles and Mayan ruins. However, I was just as excited by the fact that I would spend most of my time there working with little kids.

I was so excited that the next ten months flew by until it was 2:30 a.m. on December 28. As I paced around my house waiting for my parents to wake up and drive me to the airport, I suddenly realized what I was losing. I would be leaving behind my friends, my family, my house, cheeseburgers, and the English language, not to mention the rest of American culture.

When our plane touched down in San Pedro, I disembarked from the plane with my fellow Americans into a world I had only the vaguest ideas of from what I read in *National Geographic* and Google. Almost immediately, we were swarmed by dozens of Hondurans conversing in rapid Spanish, trying to help us with our luggage and earn some spare change. I soon came to realize that this would be a common scene during our trip: Hondurans mobbing the wealthy “gringos” for even the smallest gift of money or food.

The next day we got our first good look at Yoro. While barely a village by our standards, it was a sprawling city by Honduran standards. I soon found out how hard life in Honduras was. During the trip, I had to take cold showers and survived on a steady supply of flavorless beans, tortillas, and rice. We couldn't even flush toilet paper because of the inefficiency of the city's plumbing system. However, by Honduran standards, the family we were staying with was extremely well off. Without clean water, many people used the river for bathing and washing clothes. Also, since the town had no effective way to dispose of trash, the people there had to resort to burning it, contributing to the pollution already caused by the crude engines of their trucks.

Ten-foot-high walls, often topped off with barbed wire or glass shards, surround most houses for protection. Every house also seemed to come with its own vicious-looking guard dog. It was also quite common to see people walking around with machetes and pistols. While these defensive measures seemed incredibly extreme to me, I soon found that there's no such thing as overprotection in Honduras. I learned that several people had been held up at gunpoint in the

middle of the day and were robbed. The police and military in Yoro wouldn't lift a finger to help the citizens unless they were bribed, so the people felt like they needed to take their own steps to protect themselves. Seeing these things really moved me because the people there could take nothing for granted, not even their safety.

During our stay, we got to see firsthand some of the many problems that go along with living in a Third World country. There were several power shortages, and sometimes the town had to go days without running water. Due to the constant rain, which washed away the dirt streets, most of the roads in Yoro were under constant reconstruction and had to be repaved half a dozen times. There

were also many new houses left only half completed because their owners ran out of money halfway through and could not afford to finish the rest. One of the worst parts of Yoro was outside the main town, where people lived in houses that were little better than shacks and offered scant protection against the elements.

We began our work at the nutrition center, where fifteen little children were cared for by only a handful of women for the smallest of salaries. The children suffered from all kinds of pains and illnesses ranging from malnutrition to parasites to abuse at home. I knew going in that I would become attached to every single one of those children.

However, out of all the kids, a little girl named Fatima became my favorite. Fatima was one year old, but was obviously underdeveloped because of her difficult home life. She couldn't stand, couldn't crawl, and couldn't even hold herself up under her own power. She would just lie there like a lifeless doll.

She didn't even show emotion. The only sound she made was to cry whenever I tried to put her down. At first this made me shy away from her. Her legs were also covered in a rash that remained during our whole stay, which she would scratch until she cut herself unless I prevented it.

I didn't want to be tied down to a single kid all day, which is what happened if I picked up Fatima, especially if I couldn't even interact with her. However, I soon realized that she was the reason I had come to Honduras. While other kids like Lorenzo were happier playing by themselves, Fatima needed constant attention and I was the only chance she had of getting any.

I resolved to make some kind of progress with Fatima by the end of the trip. I would take her for walks around the large field by the center, show her how to play with blocks, and even try singing her to sleep because leaving her awake and crying at night felt like a knife in my gut. While I did get her to fall asleep, the minute I put

see **LAWLESS, 10**

“I soon realized that she was the reason I had come to Honduras. Fatima needed constant attention and I was the only chance she had of getting any.”

(from 9)

her in her crib, she would wake up and cry.

However, I did meet with success on other fronts. After just three days, I got to see Fatima smile for the first time. I also helped her go from eating just a single bowl of the mush at mealtimes to two and sometimes even three, knowing that she needed all the nourishment she could get. By the second week, I could occasionally get her to laugh by holding her over my head like an airplane or by tickling her nose. She soon learned to pull herself up in her crib under her own power and would occasionally crawl short distances.

While I was amazed at the progress Fatima had made in such a short time, what amazed me even more was knowing that I had played a large part in getting her there. But with success came some setbacks. Halfway through the trip, Fatima suddenly began refusing to drink her milk with dinner. I worried that she would relapse, but this problem was solved with a tear dropper.

Besides this, Fatima continued to improve. While her rash on her legs remained, it cleared up enough that it wasn't a constant bother to her. She began crying less during bath time and even seemed to enjoy it on occasion. She was crawling around by herself and was even playing with some of the other kids.

Her progress led me to let her do more on her own to make sure she didn't become too dependent on me, since I knew we would have to leave. It pained me to let her go instead of holding her, but I realized that this project was about giving the kids what they needed, not about what I wanted, and Fatima needed to learn to do things on her own.

One day, her parents even came and visited the center. When I saw that they were both around my own age, all of my anger toward them evaporated. All throughout the trip I was angry that the parents of such beautiful, precious children could let their kids fall into such bad shape that they needed to come to the center. But in the moment that I saw Fatima's mother pick her up and give her a kiss on the forehead, I realized that they loved her as deeply as it is humanly possible to love someone. Like me, they had realized that they had to think about Fatima's needs before their own desires, and leaving her at the center was the best thing for her, no matter how much they wanted her to stay with them.

Finally, the day came that I had dreaded. It was our last day at the center and we had to say our goodbyes before coming home. I found myself wanting just a little more time at the center. I didn't want to say goodbye to the children to whom I had grown so attached and had who taught me so much about myself. Nevertheless, I knew that we had to leave, so when the time came I said my goodbyes, tucked in my last baby, and had my last goodnight kiss.

Fatima made leaving the most difficult for me. Earlier, I had placed her on my shoulders and walked her around like usual. As we got back to the center, I sat her down on my lap, just looking at her, admiring her for her physical and spiritual beauty.

As she sat on my lap, she suddenly gazed up at me. Then she uttered two syllables that I will never forget for the rest of my life: "Dada." I was so taken aback. I had never heard Fatima say anything before. I was so amazed that she could actually talk. But what dwarfed even this amazing progress was the fact that she used her first words to call me "dada." Never have I been so moved. I don't even know if Fatima understood what she was saying to me, but to think that I had been like a father to her for even a short time made me realize that my senior project had been more of a success than I could have ever hoped for, both for those kids and for myself.

I realized that for all I gave to Fatima and the rest of the kids, they had given me back a thousand fold. I had gone to Honduras expecting a chance to learn to appreciate all I am blessed with and the opportunity to experience a culture that I could only imagine. I came away with something a million times more valuable: the knowledge that I made a difference in the lives of sixteen children who have so little. And while many of the kids are too young to remember us for longer than a month after we left, I know their bright, smiling faces are etched into my mind forever. I could never forget them and all they taught me about being a man for others.

"It pained me to let her go instead of holding her, but I realized that this project was about giving the kids what they needed, not about what I wanted."

The Dauphin Players of St. Louis University High School present:

Fiddler on the Roof

Show times:

Thurs. Feb. 16, 7:30 p.m.

Fri. Feb. 17, 7:30 p.m.

Sat. Feb. 18, 7:30 p.m.

Sun. Feb. 19, 2:00 p.m. and 7:30 p.m.

Tickets: \$5 pre-order

\$7 at the door

For more information, call the box office at 314-531-0330 ext. 173

Attention: the Eating Club will be having a Nacho Sale during Activity Period in the cafeteria on Monday.

BOOKSTORE

(from 2)

and it's more efficient. ... The SLUH way works too, (but) it's obviously much easier online. ... I haven't heard any problems. The kids get on and bing, bing, bing, and they are done." Cor Jesu Academy switched to an online book ordering system three years ago.

The administration had also been slightly concerned with the unpredictability of the book sales; essentially, the number of books the school orders is a guess (an educated and nuanced guess, but a guess nonetheless). At the end of the school year, books that are not sold have to be shipped back to the supplier at the expense of the school. Ordering books online would not only save the school the hassle of figuring how many books to order, but also eliminate the possibility of over-stocking.

"Before, I would order all the books and get them ready for the students," said Sr. Maureen Flynn, who coordinates the book orders at Cor Jesu Academy. "A lot of textbook companies were not allowing returns, ... so it wasn't as cost effective, and it was taking up a lot of time."

Flynn continued, "For the most part, people like (the online system) better. What's nice about it is that they can order (books) new and they can order them used. ... The online bookstore is very easy to use and will direct you to the books the students need."

A *Prep News* poll asking juniors and seniors about their bookstore experiences and opinions about switching to an online book system found that, in general, students expressed mild satisfaction with their experiences with the bookstore. However, the problems students mentioned differed from those recognized by the administration. Many students related that the bookstore sometimes does not receive books on time or sells out quickly, causing delays in class, and that the bookstore's hours are too short. Despite these complaints, a clear majority of students felt that the bookstore adequately provided students with books.

A large majority of those polled said they relied on vendors besides the bookstore to buy books. Over 80 per cent reported that

they often bought books from upperclassmen, at local commercial bookstores, or from online book suppliers such as amazon.com and similar sites.

In addition, a slight majority of students tentatively supported changing from the current book system to an online book system, saying they could then purchase books on their own time without having to wait in the notoriously long lines. However, students also often raised concerns about shipping time, the cost of books, the lack of a quick

"When I was a student here back in the Middle Ages, (the bookstore) had a very small space and the lines (of students on book days) were 50 or 60 feet (long). ... You got to the window and sometimes they had your book and sometimes they didn't."

—Joe Schulte

way to replace lost books, and how the National Honor Society used book sale would work in the absence of a book day.

Efficiency aside, however, part of the bookstore's aura is its nostalgic value. For some parents book days call up fond memories of conversations with other parents in the line and with Mother's Club volunteers helping parents navigate the stacks of books.

"(Freshman Book Day) becomes your first encounter with the community. ... (Online book ordering) takes away the possibility of any personal initial encounter with the school," theology teacher Rosemary Queathem said.

Parent Sue Broom added, "(At SLUH book days), the thing that is nice is you see people ... (and) you get to see the book. ...

At Cor Jesu, you go online, order the book, and it comes in the mail."

For alumni and faculty pillars in the SLUH community, the bookstore also carries the spirit of SLUH icons from the past, such as Brother Thomas Thornton, S.J., who single-handedly coordinated all the workings of the bookstore for about 40 years prior to 1994. Even now, nearly every alumni teacher or SLUH instructional icon can relate with a twinkle and a grin a story or two of Br. Thornton's good-natured if somewhat unorthodox business practices and his curmudgeonly corpulent canine companion Doxie.

Nostalgia aside, online book ordering carries its own individual set of problems, such as parental computer literacy, or lack thereof, and the transfer of shipping costs from the school to parents. However, students and parents from Cor Jesu have downplayed the significance of these objections, noting that students can easily navigate the website for parents and that the website used by Cor Jesu will provide free shipping if the order is placed in a certain time frame.

The proposal of online book ordering boils down to the quintessential argument about technology: is the gain in efficiency and convenience worth the sacrifice in tradition and community? And is such a change right for SLUH? If anything SLUH is a place of tradition, from the legends of great Jesuits from the past, to the Running of the Bills, from the raucous revelries of Senior Follies, to the plaque outside the locker room that reads: "Tradition Never Graduates."

"The world has gotten to 'fast food.' We are not as leisurely as we once were. We have a tendency to be more demanding," theater teacher Joe Schulte said. "When I was a student here back in the Middle Ages, (the bookstore) had a very small space and the lines (of students on book days) were 50 or 60 feet (long)." Schulte continued, "You got to the window and sometimes they had your book and sometimes they didn't. ... Nobody's ever been perfectly happy, but the system has worked. Is it efficient? I can remember long lines and I can remember when the lines (got) shorter. I figured that's just the way it was."

by Jim Santel

Calendar

Feb. 10 - Feb. 17

FRIDAY, FEBRUARY 10

Schedule R
 Junior Class Liturgy
 Wellness Club Trivia Afternoon
 IM BB (Sophs/Faculty)
 B/V BB vs. DeSmet, 5:30/7pm
 V SW State Meet @ Rec Plex, 10am
 Bosco Sticks, Beef Stroganoff

SATURDAY, FEBRUARY 11

ACT Exam
 V WR Sectionals, Time & Place TBA
 V SW State Meet @ Rec Plex, Time TBA

SUNDAY, FEBRUARY 12

Mother/Son Mass & Brunch, 12:45pm
 Upward Bound Test, 2pm

MONDAY, FEBRUARY 13

Schedule R
 SAC Meeting, 7pm
 NHS Meeting
 Junior Whitehouse Retreat thru 2/15
 Pizza Sticks & Taco Sticks, Pizza

TUESDAY, FEBRUARY 14

Schedule R
 IM Bashball (Sophs)
 Young Republicans Meeting
 B/V BB @ Chaminade, 5:30/7pm
 Funnel Cake, Crispito Burrito

WEDNESDAY, FEBRUARY 15

Schedule R
 Freshman English Tutorial
 National Math Contest

IM Bashball (Freshmen & Sophs)
 Bosco Sticks, King Ranch Chicken

THURSDAY, FEBRUARY 16

Schedule R
 Senior Class Liturgy
 Sophomore Class Meeting
 IM Bashball (Freshmen)
 Rosary
 Dauphin Players' Production, 7:30pm
 V WR State Tournament thru 2/18 @
 Hearnes Center, Time TBA
 Curly Fries, Toasted Ravioli & Baked
 Ravioli

FRIDAY, FEBRUARY 17

No Classes
 Faculty In-Service
 Dauphin Players' Production, 7:30pm

NEW TO SLUH: BABY RITT

PHOTO COURTESY OF TIM RITTENHOUSE



Tim and Shauna Rittenhouse welcomed Miles Joseph Rittenhouse into the world at 11:12 a.m. Saturday, Jan. 28. He checked in at 9 lbs 1 oz and 21 inches. Mother and son are doing well and will return home Monday.

BILLIKEN BRIEFINGS

CASHBAH 2006 invitations will be sent out next week. This year's auction, with the theme of "Magic in the Making," features a one-week trip to Costa Rica, puppies, autographed sports memorabilia, and—most valuable of all—dinner with Fr. Cummings and Fr. Marco! CASHBAH always sells out quickly, so buy your tickets ASAP!

EVERYONE is welcome to enter the ACES Kuumba Contest: Life Without the Contributions of the Birthplace of Mankind. If you have a poem, photo, or piece of artwork, submit it to Director of Diversity Robert Evans in his office before Thursday, February 16.

Mark your calendars for the annual Father-Son Rec Bowl sponsored by the SLUH Fathers' Club on Monday, Feb. 20 from 6:30 – 9:00 p.m. Events will include fast-pitch radar gun, rifle range, washers, basketball, volleyball, pool, foosball, putting, and football toss. Snacks and drinks will be provided. This free event is an excellent evening for fathers and sons to enjoy friendly competition with other SLUH fathers and sons. No need to RSVP.

Attn. seniors: for those who want to order the graduation invitations made by the class of 2006, order forms are available in the main office. The deadline for turning in order forms is Feb. 14.